



Supporting Students with Speech and Language Impairments

Category: Special Education

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Special Education

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Identify the types of speech or language disabilities that may affect a student’s success.
- Explain ways to treat a student’s communication disorder.
- Apply strategies for teaching students with speech and/or language impairments.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts
 - Handout 1: Speech Sounds Chart
 - Handout 2: Language Disability
 - Handout 3: Steps for Successful Learning
 - Handout 4: Increasing Student Comprehension
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics

1. Communication Disorders
2. Fluency Deviation/Impairment
3. Articulation Deviation/Impairment
4. Language Deviation/Impairment
5. Voice Deviation/Impairment

Subtopics

1. Communication Disorders

- a. What is a Speech or Language Impairment?
- b. How Can Communication Disabilities Affect Students?
- c. What Can Educators Do to Help?
- d. Types of Communication Disorders

2. Fluency Deviation/Impairment

- a. Stuttering or Disfluency
- b. Abnormal Disfluencies
- c. Teaching Strategies to Support Students

3. Articulation Deviation/Impairment

- a. Articulation or Speech Sounds
- b. Speech Sounds Chart
- c. Teaching Strategies to Support Students

4. Language Deviation/Impairment

- a. Language Disability
- b. Receptive Language Delays
- c. Expressive Language Delays
- d. Teaching Strategies to Support Students
- e. Levels of Listening
- f. More Teaching Strategies to Support Students

5. Voice Deviation/Impairment

- a. Voice Disability
- b. Voice Characteristics
- c. Teaching Strategies to Support Students

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	10
Topic 1 – Communication Disorders	3-8	30
Activity – What’s Wrong?	4	(10)
Topic 2 – Fluency Deviation/Impairment	9-12	25
Discussion Point – Experiences with Stuttering	10	(10)
Topic 3 – Articulation Deviation/Impairment	13-16	25
Discussion Point – Definition of Articulation	13	(5)
Break		
Topic 4 – Language Deviation/Impairment	17-23	35
Discussion Point – What are the difficulties of students with both receptive and expressive delay and/or disorder?	20	(10)
Topic 5 – Voice Deviation/Impairment	24-28	40
Activity – Do Something!	28	(25)
Closing Thoughts	29	5
Total of 2 hours and 50 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

Slide 4

PDXPERT COMMUNICATION DISORDERS

Teacher Jim points to one of the pictures in a book about pets.

Teacher Jim: *What's this animal?*

Sam: *P-P-P-Puppy!*

Joe: *No! That's a wabbit.*

May: (shrieks) *Rabbiiiiit! RAAABBIIT!!*

Teacher Jim: *What do you think, Bea? Is this a rabbit or a puppy?*

Bea: (stares blankly at her teacher)

Teacher Jim: *I'm talking to you, Bea. Can you hear me? Are you okay?*

ACTIVITY: What's Wrong?

THE MASTER TEACHER

Activity: What's Wrong?

Allow 10 minutes for this activity.

Objective: This individual activity introduces the topic of communication disorders using a classroom scenario. It will help the participants gauge their knowledge on speech and language impairments. As facilitator, you could refer to this scenario as an example when discussing each disorder.

Instructions: Tell participants to silently read the classroom scene in the slide. Ask them: *What speech and language disorders do Bea, Joe, May, and Sam have?*

Have participants write in their notes the speech or language disorder that fits each student based on their dialogue. These are the answers:

- SAM – Stuttering.
- JOE – Misarticulation.
- MAY - Abnormal voice loudness.
- BEA - Comprehension difficulty.

Explain to the participants that these are examples of the four communication disorders that you'll cover in this training.



“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Describe the speech and language difficulties you see exhibited in the students with whom you work. How do these difficulties affect their learning? What strategies are currently being used to support these students?

2. Are there any aspects of supporting students with communication disorders that the workshop did not cover? What are they, and how do you suggest addressing these aspects? If you are not sure of how to handle the problem, how could you find the answer?

3. Which teaching strategies presented in the workshop would be applicable to your present situation? How are you going to apply these strategies to assist students with speech and language impairments in the classroom?
